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ABSTRACT

This practicum report describes outcomes of a 12-week program to reduce suspensions at an eastern central Florida high school. The program was implemented to reduce the number of suspensions among a target group of 12 10th-grade students. Specifically, the intervention sought to reduce both the misbehavior infractions and school suspensions by two or less, as measured by school discipline records, of 75 percent of the targeted students. The students were required to meet at least 1 hour a week with faculty members who were assigned to two students each. Additionally, the faculty members and student-peer mediators met once a week in a quality-circle format to discuss implementation strategies. Suspensions and misbehavior infractions were reduced by the desired number. Faculty mentors completed a postassessment of the leadership skills of the program's developer, the vice principal, and assigned him a four out of four Likert-type responses. Contains 35 references and numerous appendices. (LMI)

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A QUALITY CIRCLE APPROACH TO REDUCING SUSPENSION OF STUDENTS IN THE TENTH GRADE

by

Eric T. Fleming

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A Practicum Proposal submitted to the Faculty of the
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Abstract

A Quality Circle Approach to Reducing Suspensions of Students in the Tenth Grade.
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This program was developed and implemented to reduce the number of suspensions among a target group of 12 tenth grade students. The objectives for the program were for 75% of the target students to reduce both their misbehavior infractions and school suspensions to 2 or less as measured by official school discipline records. Additionally, the faculty target group rated this writer's leadership ability in the area of managing interaction and written communication, using a four-point Likert scale with four being the highest.

The target group of students were required to meet with faculty mentors, who were assigned two students each, at least one hour per week in an effort to reduce misbehavior. Furthermore, faculty mentors met once a week in a quality circle format to discuss implementation tactics with targeted students. Peer mediators assisted Faculty mentors in their weekly meetings. All of the program objectives were fully satisfied.

Appendixes include all implementation material used during this program.

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Chapter 1

Purpose

The site location for this study took place at an eastern central Florida high school with an enrollment of 1,380 students. The physical plant was originally built in 1955 to house approximately 1,000 students. A complete renovation of the school occurred in 1991 which included the addition of several classroom buildings and a new administrative or office wing. The campus itself encompassed approximately 15 acres including a football field with a surrounding track. Directly adjacent to the facility is an elementary school that was no longer used as such; it, however, was operated by special programs designated by the high school. Additionally, the school itself had 57 classrooms, a self-contained cafeteria, a gymnasium, and an auditorium. The physical education area includes a pool, tennis courts, and a driver education range.

Instructional staff at the school includes 79 full-time and 7 part-time teachers. Broken down by race the staff was 89 percent white and 11 percent black. Gender differences within the staff is 62 percent female and 38 percent male. Support staff includes 5 full-time clerical employees and 1 part-time employee. Additionally, student ethnic ratio's are 68 percent white, 23 percent black, and 9 percent Hispanic or other.

The community that fed the high schools' population was, for the most part, middle class with one large corporation as the major employer and various small businesses. Business owners and the community in general were very supportive of the school and all of its' functions. Many instructional and non-instructional employees of the school resided in the same local community. Additionally, there were two middle schools and three elementary schools within close proximity. Religious affiliations of the surrounding community are very diverse with several different denominations represented.

The writer of this study has an extensive educational background. Writer's credentials include an Associate of Arts degree from Miami-Dade Community College, a Bachelor of Science degree and a Master of Science degree in Education from Florida International University, and a current enrollee as an Educational Specialist student at Nova Southeastern University. Additional experience includes 8 years as a secondary school teacher, 6 of which were taught in a largely urban school district, and one year as an assistant principal. Teaching assignments included Biology, Basic Mathematics, Life Management, Physical Education, Driver's Education, and World History. Furthermore, in addition to instructional positions, the writer has also occupied various extracurricular coaching activities including baseball, soccer, softball, and several student club sponsorships. As assistant principal, the writer has many different responsibilities

to include student discipline, property control, evaluation of teachers and office staff, building evacuation procedures, supervision of attendance office operations, and transportation of students.

It has been through the observation and professional experience of this writer that profound problems existed in the area of student discipline. Inconsistencies with regard to behavioral expectations of students by teachers continue to cloud the intended outcome of discipline strategies. The reprimanding of habitually disruptive student behavior was ultimately punished with suspension which, in the eyes of the student, was often a way of getting rewarded by time away from school and instruction. Students who displayed sound value judgment and acceptable ethical behavior have a far better chance of academic and life success. Students with flawed decision making/coping skills often became the habitual discipline cases that test the school system discipline plan. The suspension and disciplining of students was a last resort effort on the part of educators to eliminate or eradicate undesirable student behavior at school. As experience had shown, those students who became involved with the discipline office early in a school year often become habitual offenders and continue negative behavior throughout the year. Be it a dysfunctional family situation or peer pressure, students who display undesirable behavior tended to be lacking a clear set of personal behavioral guidelines with regard to sound ethical decision making. For example, the student who allowed a harmless reprimand by

the teacher for talking escalate into an argument in which profanity was used and directed toward the teacher. Ultimately, as was the case far too frequently, this student was sent to the office and is issued a suspension. Student suspensions resulted in lost instructional time which led to further behavioral problems in and out of school. Students with behavioral difficulties all too often classified themselves as lost causes at school and ended up as dropouts. The target school district showed a six percent rate of student suspensions for discipline cases. It was with this situation in mind that a successful suspension reduction strategy became an imperative need on the part of the student, the school, and society.

This writer conducted interviews with assistant principals at three other sites that are similar in size, make-up, student population, and demographics. Three questions were asked:

1. Can you identify the number of tenth grade students who were suspended last semester?.
2. Was there a suspension reduction strategy at this school, and if so,
3. What was the degree of success for this particular approach?

Collona (1996) reported a school enrollment of 1,700 students with a tenth grade class of 500. Within the tenth grade class during the last term 50 students were suspended from school at least one time which translates

into a 10 percent suspension ratio. Many of those students were chronic offenders who had been suspended earlier in the school year. Additionally, it was reported that most, if not all, were suspended because they displayed inappropriate behavior in each of their given situations. Furthermore, the success of a school program in reducing suspensions was less than one percent.

Davis (1996) reported School B enrollment of 1,400 students and a tenth grade class of 400. The last term suspensions within that group added up to 40 students which translates into a 10 percent suspension rate. A program did exist and had initial suspension reduction rates of between 1 and 2 percent but nothing significant nor long-term. The offenses reported that usually result in suspension are fighting, disrespect, skipping school, and stealing. Additionaily, it was stated by Davis (1996) that student deviancy seems to be a result of unacceptable behavior either brought about by peer pressure or some other outside influence.

Piccolo (1996) reported a total enrollment for School C of 1,800 students with 450 in the tenth grade class. Of that number, 45, or ten percent , were suspended at least one or more times for various infractions that included fighting, extortion, disrespect, violence, and insubordination. It was reported that a program in place produced initial suspension reduction rates of 5 percent for those

students who were involved but did nothing for students who were not associated with the class.

To sum up, all have similar findings with regard to their suspension rates. None of the sites have an effective strategy to combat the problem of chronic suspensions of tenth grade students, and secondly they all agree that poor values and/or poor ethical behavior often lead to student behavior problems. Furthermore, it was pointed out that all the sites agree that a suspension reduction plan would be beneficial to keeping more students on task and in school.

Target site data includes a school enrollment of 1,380 students and a tenth grade class of 400. A review of tenth grade records for last semester reflects that 44, or 11 percent were suspended at least one or more times for a host of infractions including fighting, insubordination, open defiance, skipping, and disrespect. The only suspension reduction strategy in place was Saturday School which resulted in a one percent suspension reduction of tenth grade students. Limited time and human resources allows for minimal consultation with students, regarding their misbehavior. Therefore, intervention strategies focused to reduce student suspensions do not exist at the target site.

The student target group for this study will consist of twelve tenth grade students who have been suspended three or more times during last semester for offenses ranging from disruptive behavior to open defiance (See Chart 1).

Chart 1: Target Group Disruptive Behaviors

	Age	Sex	Grade	Learning Disability	Disruptive Behavior	No. of Suspensions
1	16	M	10		** D G E	3
2	16	M	10		** D E G	3
3	16	F	10		** A C D G	4
4	16	M	10		** F G E	3
5	16	M	10	*SLD	** C E D	3
6	16	F	10		** C E G	3
7	16	M	10		** D E G	3
8	16	M	10		** A C D G	4
9	16	M	10	*SLD/EH	** C D E G	4
10	17	M	10	*SLD	** A B C D G	5
11	17	M	10		** C E D	3
12	16	F	10		** D E G	3

** Disruptive behaviors which resulted in suspensions:

A- Open Defiance
B- Fighting
C- Profanity
D- Insubordination
E- Skipping School
F- Stealing
G- Disrespect

* Learning Disability

SLD- Specific learning disability
EH- Emotionally handicapped

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The target student profiles were as follows:

Student (1) is a sixteen year old tenth grade male who was referred to the discipline office multiple times during last semester. Three infractions resulted in suspension from school. The first infraction involved the student being insubordinate as an argument ensued with the teacher about a seating assignment. The second infraction was a result of using profanity directed toward another classmate during an altercation. The third incident which involved this student was a skipping school infraction.

Student (2) was a sixteen year old tenth grade male who frequented the discipline office during last semester. The three infractions which resulted in this student being suspended were insubordination, or arguing with a staff member during class, skipping school, and disrespect. This student had a real problem following classroom rules and questioned them often. A poor behavior pattern and lack of effective communication resulted in the above mentioned suspensions.

Student (3) was a sixteen year old tenth grade male who was sent to the discipline office several times during last semester. The offenses which resulted in three suspensions were openly defying the teacher's request to leave the classroom, profanity, arguing with another teacher, and disrespecting a teacher by calling him

names. These offenses, although occurring on separate occasions, displayed a typical behavior pattern of misconduct.

Student (4) was a sixteen year old tenth grade female who was suspended three times during last semester. The first suspension was the result of her stealing some property from another student in the girls locker room. The second suspension offense was a case where this student was being disrespectful by arguing and calling a teacher names. Thirdly, this student was caught skipping school which resulted in suspension because of prior offenses.

Student (5) was a sixteen year old tenth grade male who was suspended three times during last semester. First, this student was caught using expletives directed toward a staff member as witnessed by several of his classmates and the teacher. Secondly, this student skipped school on several occasions and was caught; then suspended. The third infraction which resulted in suspension was insubordination. This student also acted inappropriately by arguing with a teacher over being accused of talking during a test.

Student (6) is a sixteen year old tenth grade male who was suspended three times during last semester. The student is classified as a learning disabled student who is mainstreamed into several regular classes. The first infraction which resulted in suspension was an incident where this student called a teacher several profane names. The argument was over a note that the student was writing during an in-

class assignment. The second suspension occurred after the student was caught with several of his friends skipping school. The third offense was the result of displaying inappropriate behavior during a teacher's lecture. This student became disrespectful when confronted about his negative actions.

Student (7) was a sixteen year old tenth grade female who was referred to the discipline office and suspended three times during last semester. The first incident was a result of a disagreement with the teacher about some misconduct that is said to have occurred. This student became insubordinate and felt wrongly accused. The result was a referral to the office and a suspension issued. The second offense was a result of skipping a class, and the third was an incident of disrespect when a teacher tried to break up an altercation between this student and a classmate.

Student (8) was a sixteen year old tenth grade male who was referred to the discipline office and suspended four times during last semester. The first offense involved this student openly defying a teacher's request to leave the classroom for misbehavior. Shortly thereafter, this student was suspended for using profane statement in class. The third offense was an argument this student had with a teacher about an assignment that is turned in late. The student became belligerent and was eventually sent to the office and suspended. The final incident which

resulted in a suspension involved this student being disrespectful to a teacher by calling the teacher names.

Student (9) was a sixteen year old tenth grade male who was suspended four times during last semester. Profanity in the classroom led to the first suspension. The second incident which led to suspension was an argument with a teacher over a violation of classroom rules. The student felt as though the teacher was picking on him and became insubordinate when confronted . The third and fourth offenses came together when the student was caught by a teacher skipping class. The teacher brought the student to the discipline office and he became very disrespectful on the way.

Student (10) was a seventeen year old tenth grade male who was suspended five times during last semester. The student was classified with specific learning disabilities and was emotionally handicapped. The suspensions were a result of several incidents which included fighting with another student, openly defying teacher and administrative requests, directing profane statements at teachers and students, arguing with staff members, and grossly disrespecting teacher and administrators.

Student (11) was a seventeen year old tenth grade male with a specific learning disability. This student was suspended three times during last semester for

directing profanity toward a staff member, skipping school, and arguing with a teacher over an assignment that should have been turned in earlier.

Student (12) was a sixteen year old tenth grade male who was suspended three times during last semester. The first offense involves an argument the student had with the teacher about being accused of class disruption. The student felt as though he had done nothing wrong and continued to argue until a suspension was issued. The second incident involved the student skipping a class and leaving campus which resulted in a suspension. Thirdly, the student failed to serve Saturday School and was suspended.

The data revealed on this student target group clearly identified the imperative need for an intervention strategy to help students analyze their conflict situation and strengthen decision making skills for a positive outcome. It was intended that the strategy would reduce the suspension rates among the target group of students. As indicated, suspension infractions do not discriminate between learning disabled students, and regular students. Additionally, the data revealed a direct relationship between the suspended students and the infraction for which they were suspended. For example, student five (See Chart 1, Page 7) considered no other alternative behavior at the time when profane statements were directed toward the teacher.

Several faculty members at this site indicated a willingness to work with this writer in an effort to reduce target student suspensions. Data was collected about their perceptions of student attitudes on a Student/Character Pre-Assessment Survey (See Appendix D, page 76),This group, made up of a six member collaborative group worked with this writer in the capacity of a quality circle and as faculty mentors to targeted students. Participant faculty members completed a background Faculty Profile Form (See Appendix E, p 78) and Chart 2 illustrated data collected on each.

CHART 2: TARGETED FACULTY

	AGE	SEX	DEGREE	EXPERIENCE
1	28	F	B.A.	3
2	35	F	B.S.	11
3	49	M	B.S.\B.A.	18
4	48	M	B.A.\M.A.	20
5	60	F	B.A.\M.S.	30
6	36	M	B.A.	12

Faculty member (1) was a twenty-eight year old female with three full years of teaching experience. This person graduated from an Arlington, Virginia high school in 1986 and attended the University of Central Florida. A Bachelor of Arts degree in English was earned in 1990 along with state teaching certification. Additionally, this faculty member chose a 5 on a willingness to work with disruptive students survey.

Faculty member (2) was a thirty-five year old female with eleven full years of teaching experience. This person graduated from high school in 1979 and earned a Bachelor of Science degree from Florida State University in 1985. Current teaching assignment is Exceptional Education with a focus on at-risk students. Additionally, this faculty member chose a 5 on a willingness to work with disruptive students survey.

Faculty member (3) is a forty-nine year old male with eighteen full years of teaching experience. This person graduated from a Florida high school in 1965 then attended the University of Florida and Florida Atlantic University where a Bachelor of Science and a Bachelor of Arts were earned.

Current teaching assignment was Integrated Science I and II. Additionally, this teacher was named teacher of the year in 1978 and chose a 4 on a willingness to work with disruptive students survey.

Faculty member (4) was a forty-eight year old male with twenty full years of teaching experience. A graduate of a New Jersey high school in 1966 this staff member then attended Rollins College and Stetson University where a Bachelor of Arts and a Master of Education were earned in 1972. Current teaching assignment were World History, Economics, and World History Honors. Additionally, this faculty member chose a 5 on a willingness to work with disruptive students survey.

Faculty member (5) is a sixty year old female guidance counselor with thirty-five years of experience. A 1954 graduate of a Memphis, Tennessee high school, this staff member has extensive experience in education. Bachelor of Arts and Master of Science degrees were earned in 1962 from Stetson University. Additionally, this staff member belongs to various counseling and coaching associations and chose a 3 on a willingness to work with disruptive students survey.

Faculty member (6) was a thirty-six year old male with twelve full years of teaching experience. This staff member graduated from a Pennsylvania high school in 1978 and earned a Bachelor of Arts degree in 1982. Current teaching assignment was English while working toward an administrative position. Additionally, this faculty member chose a 5 on a willingness to work with disruptive students survey.

Data collected for this practicum revealed that 100 per cent of the twelve member student target group was suspended three or more times during last semester. After a review of the causes of student suspensions, it was expected that only three of these students should have been suspended three or more times. Conclusively, there was a seventy-five percent discrepancy gap that took an innovative plan to close. It was with this in mind, that the writer researched new innovative strategies to reduce suspension rates among the target group.

Outcome Objectives

Individual student characteristics in the area of decision making, choices, and options, or behavior management have led to higher student suspension rates for the target group of students. First, it was the goal of the writer to focus on the reduction in number of student suspensions. After a twelve week implementation period, each of the twelve target students experienced a suspension reduction of at least two as documented in school attendance records.

Secondly, during the twelve week implementation period at least 75% of the targeted students reduced their misbehavior infractions to 2 or less as measured by official school discipline records.

Third, during the twelve week implementation period this writer had the opportunity to demonstrate leadership skills when working with targeted faculty, particularly the principal competency of managing interaction. The targeted faculty completed a leadership survey to assess the degree of skill demonstrated

by this writer. Using a 4 point Likert scale with 4 being the highest, it was expected that this writer will have received a mean score of at least 3 on leadership skill.

Chapter II

Research and Planned Solution Strategy

In recent years, educators within the public sector have invested a significant amount of time and effort in studying the growing problem of student discipline. Concerns abound about the scope and sequence of strategies attempted at reducing the ever increasing number of students suspended during each school year. It was the purpose of this chapter to look at available research and identify alternative strategies in different educational settings that were used in an attempt to reduce student suspensions.

One such study conducted by Fraizier (1990) involved a pilot program to improve or reduce suspension rates among a target group of 20 students that varied in gender and who experienced chronic discipline problems. Strategies included weekly meetings with school personnel and weekly performance reports by teachers. Reported results revealed that the attention given to the targeted students helped to improve their attitudes toward school thus reducing their overall suspension rate.

Gillum (1995) conducted a similar study in which a method was used to aid 9-12 grade students in their communication and interaction with peers and school personnel. The strategy involved using the administrative staff and a co-facilitator who were inserviced as a structured support group to develop and

implement a communication curriculum. A goal of reducing suspensions by 25% was not achieved; however, a reduction in student discipline referrals was reported. Once again, a strong case is made for the close monitoring of students with discipline problems as a suspension reduction strategy.

Identification of potential discipline problem students can also be a strong factor in determining the best action to take. Hawkins (1988) identified possible warning signs of potential behavioral problem students. Out of 219 suspended students only 2% had been suspended multiple times. Strategies differed depending on the student type, for example the student who frequently skipped school would not be scrutinized for fear that they may completely rebel and quit school altogether. A nurture approach where the benefits of being in school were pointed out. Results indicated that late or inappropriate interventions contributed to student misbehavior. Selecting the appropriate intervention technique determined the success or failure of student behavior.

The Florida School Discipline Study (1994) took a random sample of around 45,000 students in grades 6-12 and surveyed them to determine demographic information and factors that led to disciplinary action. Analysis of these data included an over-representation of poor black males, poor attendance records, and most had low grades. Recommendations from the report offered alternatives to suspensions.

Another consultative technique studied by Mayer (1993) involved a target group of 200 ninth grade students with low grade point averages and high discipline infractions. Strategies involved consultative technique as an effective suspension reduction strategy. Results reported a drop in student absenteeism and suspension rates. The implication from the study included a consultative technique as an effective suspension reduction strategy. Martin-Hollings (1989) went a step further developing a Suspension Team Outreach Program-Guidance, Administration, Pupils (STOP-GAP) in an attempt to reduce suspensions and foster student tolerance and relationships. The target group consisted of ninth and tenth grade repeat offenders who had difficulty interacting with peers and teachers. Strategies included a consulting model which incorporated guidance personnel, administration, and fellow students as an alternative to a suspension. At the end of a ten week implementation period teachers completed an academic and social rating scale for each participant . Evaluation data revealed fewer suspensions and recent offenses among participants.

Evanac (1993) conducted a study using teams to develop discipline policy for a small rural high school. Clear behavioral expectations of students were outlined through a collaborative effort of parent, student, community , and administrator involvement. Another facet of the study included teacher guidelines for handling discipline in their classrooms. These policies were implemented

simultaneously and results indicated a greater involvement of parent, student, teacher, and administrators, in the discipline process. The process increased greater understanding of discipline within the school which resulted in fewer suspensions and better communication among all parties involved.

Research indicated open lines of communication and increased understanding of discipline strategies results fewer suspensions. Elliot (1991) developed a Re-Focus program as a support mechanism for better understanding between teachers and students and to reduce student suspensions. The Re-Focus room at the school was used to remove the student from the classroom environment without taking them out of the school altogether. Strategies provided within the confines of the room included effective praise and social skill training as part of their regular activities. Results of the data reported a reduction in student suspensions and positive attitudes toward teachers and other students.

Many suspension reduction strategies that were effective included close monitoring and good planning. Winborn (1990) implemented a Saturday School program to reduce the number of suspensions at a small high school in Tennessee. The program was offered to students as an alternative to a suspension. Student expectation varied within the Saturday School curriculum. Essay writing on the nature of their infraction and academic exercises headed up the list of assignments students were to do at the Saturday detention. Results from the initiative indicated

suspension, expulsion, and corporal punishment decreased. The implication from this study revealed an alternative strategy to suspending a student and increased understanding of the infraction for which they were involved. Further research suggested by Short (1989) identified alternative ways of reducing suspensions by creating and maintaining a positive school environment through the establishment of an actual experience network. Strategies outlined positive parent-teacher expectations of students, mutual respect for students, and good communication.

Much of the available research about suspension reduction strategies centered around improving communication and counseling efforts. Student misbehavior identified and treated early increased success in dealing with the ongoing problem of student suspensions. Rosenbaum (1990) studied the problems of handling children with severe disciplinary infractions at school and came up with a strategy to try and combat the problem. A target group of students were given 12 counseling sessions to teach alternative forms of behavior, which included reinforcements for progress. Monitoring devices included counselor interviews, checklists, and questionnaires. Results from the study indicated that all objectives were achieved; suspensions decreased, children displayed socially acceptable behavior, and teachers increased confidence in dealing with undesirable situations. A comprehensive review of the study identified that

students can be taught to follow rules and that acceptable behavior can be learned through counseling activities.

The root of student misbehavior remains difficult to predict therefore devising plans to combat the deviancy is equally difficult. Alternatives to suspensions sometimes work to reduce the frequency of disruptive behavior; however, rarely do they eliminate it completely. Through phone interviews conducted at three sites , strategies for reduction of suspensions were not substantial. For example, Collona (1996) reported that the only alternative program to reduce suspensions was Saturday School and it was considered moderately effective. Secondly, like that of Collona (1996), Davis (1996) reported that a Saturday School curriculum was in place at their site but results of its' effectiveness in reducing student suspensions was non-conclusive. Piccolo (1996) on the other hand, reported that although there was not a specific suspension reduction plan in place for tenth grade students, there was a plan that included all grades. Values clarification and conflict resolution was offered as a class for students who have had chronic misbehavior problems. It was taught in a peer counseling format and students earn elective credit. In another study conducted by Thorbahn (1995), problems with current discipline practices in public education were deemed ineffective and student misbehavior was attributed to growing societal problems. In an attempt to analyze the problem and identify

possible solutions a target group of students who were sent to the discipline office was used during the first half of the school year. The amount was compared to the number of students who were sent during the second half of the year. Strategies within the program presented two alternatives to student suspensions. The first, ALEC (Alternative Learning Education Center) was established to provide continuing education and counseling for chronically disciplined students. Secondly, a Saturday School curriculum was adopted in lieu of suspension. Results indicated that the number of students suspended after implementation of the program during the second semester decreased from 62 to 17. The counseling approach clearly had an effect on student behavior.

Speirs (1994) conducted a similar study as a result of the ineffectiveness of the out-of-school suspension policy. First a background review of student attitudes indicated a hostility towards teachers. A result of the hostility was the perception that the students felt rejected by teachers. Additionally, students believed the gap between themselves and the teachers made them feel as though they were not part of the school culture. Second, a peace curriculum was implemented as an alternative to suspension. The strategy involved small group meetings with mentors in the academic content areas. A target group analysis of 292 students referred for discipline indicated more than 83 received peace curriculum counseling. Results concluded that the number of suspensions for

exceptional education students decreased. Additional strategies implemented within the study had direct implications for the writer's practicum . Those strategies included behavior modification counseling, and participatory encouragement.

In further research, Gordan (1990) gave an overview of an in-school suspension initiative also aimed at reducing out-of-school suspensions. The target group consisted of all fifteen schools within the Des Moines Community School District. The plan involved an attempt to increase student performance in school by offering counseling serves in the in-school suspension program. Results indicated a dramatic decrease in out-of-school suspensions from all of the fifteen targeted schools. All indications from this study identify the imperative need for counseling and effective communication practices. Uchitelle (1989) went a step further by breaking down the suspensions on black students who voluntarily went to largely white suburban schools. Reports revealed that the rate of suspension for targeted black students was double that of the white students. Strategies for lowering the gap between the black and white student suspension rates included the clear communication of standards and expectations, instruction and classroom management, human relations and staff development, administration, and counseling.

Much of the research available indicates effective communication and counseling as an alternative to student suspensions. Student misbehavior and deviancy could be drastically reduced when counseling or communication services are provided. Additional research in the area of peer mediation or counseling has also proven to be an effective method in dealing with student discipline problems. For example, Fontenot (1993) examined the nature and causes of school discipline problems related to ethnicity and offered potential remedies or alternatives to use to combat those problems . Eight middle schools were targeted to identify the most frequent incidents of school violence related to ethnicity. Findings from surveying 3,212 black and 6,460 white students revealed that a higher percentage of black students violated school rules. Results from intervention strategies that involved peer mediation teams and compulsory orientation programs found that school violence decreased and school climate increased. Further evidence in the effective use of peer mediation groups was documented by Williams' (1995) in a study of interpersonal relationships. The study included a target group of fourth graders at a low socio-economic elementary school which was used to determine the root of disruptive behavior. Probable causes of negative or undesirable behavior were discovered through documented observations, behavior checklists, and behavior modification sheets. Analysis of the data indicated several causes for the negative behavior including a

lack of positive social skills, unfavorable living conditions, poor home situations, poor school attendance, and a high mobility rate. Strategies used to improve the situation included cooperative learning groups to teach conflict resolution and character education. Results of the data revealed an overall improvement in interpersonal relationships, student collaboration, empathy toward others, and problem solving. Additionally, the number of incidents of inappropriate behavior decreased significantly. The study implied further support for the notion of student behavior being positively affected by intervention strategies such as values clarification and peer mediation.

In another study, Wheeler, et al (1994) initiated a conflict management program prompted by the Ohio Commission on Dispute Resolution and Conflict Management. The three year study was used to evaluate the impact of conflict management programs throughout the states' schools. Twenty schools were represented; the state's population diversity were targeted to assess conflict resolution programs. Data collection was gathered through student questionnaires, disciplinary reports, and interviews, conducted by independent researchers. Analysis of the data outlined the need for conflict management programs such as mediation, classroom approaches, and comprehensive approaches. Results of the project revealed a decrease in disciplinary action with student suspensions cut in half, and an overall improvement in school climates.

Thompson (1991) conducted a similar study using peer mediation as a starting point to reduce student misbehavior and absenteeism. The school based study involved a target group of 18 ninth grade students. A cognitive goal was to increase student involvement in school activities thus enhancing their academic achievements. Strategies included a three- month implementation period using 20 eleventh graders as peer mentors. Five intensive after school workshops was used to train mentors. Within the workshops, the mentors were taught how to facilitate meetings with the targeted ninth grade students. Meetings were held during lunch and outside school. Emphasis was placed on positive attitudes and confidentiality. Although the goal of 100 percent participation in extra-curricular activities and 90 percent of the targeted students receiving no zero's in teacher's gradebooks was not achieved ; both areas showed tremendous improvement in twelve of the eighteen targeted. students.

Slaughter (1996) identified mentoring as a positive means to enlightening community college students to self-responsibility and work-study habits in college. Administrators, as well as fellow college students were used in the mentoring process with regularly scheduled meetings as part of the program. Peer mediation tactics, as evidenced by further research, continued to be an effective tool in student behavior modification. Schmidt-Portia (1995) designed a program to resolve conflict among administrators, staff, and students, thus reducing

suspensions in a teen parent school. The target population for this study consisted of 160 teen parents who ranged from 12 to 20 years of age. The cognitive goal was to reduce suspensions by 15 percent, to have 35 percent of the students exhibit positive attitude and increased critical thinking skills, and to have 50 percent of the students and teachers increase their knowledge about the process of conflict resolution. Once again, the strategy involved a peer mediation program which included active listening, role playing, cooperative group work, problem solving, and group discussion. After a 12 week implementation period, results indicated partial success in reducing suspensions. The study further indicated the importance of peer mediation and counseling as an effective strategy in student behavior modification and student suspension reduction.

The primary focus of peer mediation tactics was to resolve conflict and introduce alternative behavior through counseling efforts. Petit (1995) studied ways to resolve conflict in a peaceful and constructive manner using a conflict resolution and peer mediation format. A target group of 30 sixth grade students initially began the program with four dropping because of a withdrawal from school. Peer mediators underwent facilitated training on teaching and communicating conflict resolution strategies. After an eight month implementation period results reported that 10 out of 15 mediated cases were resolved peacefully. Furthermore, an evaluation or survey distributed to parents

and teachers showed positive comments about the overall program. Although the Petit study showed positive results, it lacked pertinent data on the feelings and thoughts of the recipients of the program. Morey (1993) researched factors that correlated with the satisfaction of those that received peer counseling. The target group consisted of 159 students who met with a peer counselor during one academic year. Results from the study indicated that the targeted students were only slightly satisfied with peer counseling services and that those who were satisfied received empathy, understanding, and problem solving techniques. Interpretation was that the students only got out of the program what they were willing to put in.

Another conflict resolution strategy involving peer counseling was researched by Miller (1993). Conducted in a Maryland School District, this study involved a target school which provided training to a select group of peer mediators. The training included tactics on how to help fellow students deal effectively with conflict. Also included was an emphasis on cooperation, confidentially, and tolerance. Reports from the study revealed that after one year, the number of suspensions and student conflicts decreased. Additionally, school climate and positive student relationships resumed. A similar study conducted by Harmon (1992) produced parallel results. It involved the evaluation and effectiveness of a peer counseling training program conducted by 22 high school

students. The evaluation included a log of how many times peer counselors intervened with peers and what the effectiveness was. Surveys were sent out to all who participated in the study to determine effectiveness of the Peer Hope Delegation. Results revealed that the peer counseling program resulted in better overall communication among all parties. Implications were that better communication resulted in positive relationships, fewer discipline problems, and fewer suspensions.

Another approach which augmented the process was the development and integration of a quality circle group made up of practicing professionals in the educational arena. Quality circles developed by Edward Demming in effective business management are making their way into public education. Demming's Total Quality Management principals were beginning applied to deal with significant problems in education. Jacobs (1994) outlined several aspects of these principles including collaboration and group problem solving. These forms of cooperative approaches using the quality circle approach have been associated with higher productivity and proficiency within the school setting. The focus on higher productivity leaves less down time for students thus decreasing the opportunity for disruptive behavior. Another documented case of quality circles and collaboration was identified by Henderson in 1993. A new superintendent of schools was faced with several existing problems and initiated a school and site

based management approach which included a quality circle group at each school. Results after implementation indicated school climate increased among staff and students which supported the case for effective management. With the increased morale, the school district and its staff negotiated a new three-year contract.

The quality circle approach in public education has swept a renewed thinking among all stakeholders. Collaboration allows more of a voice of teachers which boosts morale and ultimately filters down to students and their well-being. Martin and McGee (1990) surveyed 55 administrators and educational consultants on their perceptions of a Quality Circle/Site Based Management approach. In general, respondents strongly identified with the philosophy that participative management and problem solving were critical to the people building skills of the educational process as a whole. Additionally , a research practicum conducted by DuVal (1992) implemented a quality circle approach with the English faculty of a large public high school to devise a comprehensive method of evaluating students writing into a handbook. A target group of 14 English instructors who exhibited a degree of frustration in their school's attempt to meet the state guidelines met at least one hour every week for a ten week period. Results indicated a significant decrease in the amount of frustration the teachers felt in assessing the student performance.

The available research indicated that the use of the quality circle approach to problem solving in education settings identified problem areas noticed by all stakeholders which improved the range and suggestions to the accomplishment tasks. DeCandido (1986) implemented a sequentially planned quality circle technique to help solve the problems at an elementary school. The program consisted of 10 sessions designed to acquaint team leaders and administrators to quality circle techniques which included practiced problem solving, decision making, brainstorming, consensus, and communication skills. Results indicated that quality circle approaches, which have been successful in business and industrial settings, could be modified to solve significant problems in educational settings.

Two additional studies of quality circle techniques discussed by Thomas (1989) and Kaplan (1992) identified the imperative need and effectiveness of collaboration among student and faculty groups for effective problem solving. Group dynamics clearly identified the vested interest and belonging one feels in the process of positive change. Individual characteristics in an interactive mode were brought out into the open to induce transitional approaches to various educational tasks.

An alternative strategy to which there has not been much research is the area of role playing as an effective tool to aid in the teaching of behavioral

expectations and alternative behavior. Freeman and Balanchuk (1994) developed a career education program for high-school students to promote responsibility for both learning and attitudes. The program itself consisted of five models and a facilitator's manual which gave instructions on how to teach students to apply problem solving skills to various situation. Through introspection and self-analysis students learned not only to understand their needs and expectations from life, but to see how their attitudes and experiences affected their relationships with others. Role play scenarios and case studies allowed students to see issues from different perspectives. Students learned to recognize inequities and saw them as something that can be overcome. Valuable insight to viewing problems can be an effective tool in solving them.

Additional work conducted by Ginsburg and Hanson (1990) outlined additional evidence of a critical link between values and success among students at risk of failure and life. Success-related outcomes included academic success and responsible behavior using a role playing model as an effective intervention technique. Control over outlined goals, paths to get to them, and responsibility proved to be key additional components to the program.

Facilitation and effective communication were additional factors which opened up clear lines of involvement and understadning among all stakeholders in education. The Florida Department of education (1996) cited managing

interaction as the ability to get others to interact and stimulate others to work together. In addition, it was the ability to resolve conflict and work toward the attainment of common goals. Furthermore, in order to accomplish this task, one must be able to effectively communicate in a clear, concise, and properly structured written format. The effectivness of written communication determined the comprehension of all involved. The aforementioned competancies, managing interaction , and written communication, were part of a requirement one must possess in order to function as principal in the State of Florida.

Planned Solution Strategy

After reviewing research related to this practicum the writer rejects the following resources because they are inappropriate. The Florida School Discipline Study (1994), although packed with empirical data about secondary students and their involvement with discipline, lacked any site specifics about suspension reduction plans. Recommendations from the report offered areas in need; however, no plan for implementation. Short (1989) identified alternative ways of reducing suspensions but gave little or no hard data as to his "actual experience" approach. Further studies by Evanac (1993) which involved development of a discipline policy and Elliot (1991) which involved an in-school suspension program offered little or no problem solving or conflict resolution techniques.

Speirs (1994) study of a peace curriculum as a tool in reducing student suspension rates offered modification counseling and participatory encouragement to targeted students during their academic class periods. The counseling aspect appeared to be a viable alternative; however, this writer disagreed with the component of meeting with the students during their academic subjects.

Additionally, Gordan's (1990) study of the in-school suspension initiative in the

Des Moines Community School District was rejected because of the lack of specifics in implementation of any one site.. Although a documented counseling model was used, specifics of the program did not exist. Furthermore, Uchitelle (1989) and Fontenot (1993) broke down the statistics of their research by race which does not play a factor in this writers' research study. Williams'(1995) study, which was not grade level appropriate and Wheelers' (1994) whose study was commissioned by the state of Ohio and involved too many school sites to be consistent, were also rejected by this writer. Additionally, Morey, (1993) whose peer counseling format was not behavior modification oriented and Miller (1993) whose conflict resolution strategy had no data on suspension reductions, did not have implications for this writer's practicum. Hawkins' (1988 study) which identified the importance of early intervention strategies was rejected because it was very broad in scope and sequence. Another study which used a consultative technique conducted by Mayer (1993) was also rejected for the same reasons.

Winborn (1990) offered a Saturday School program with a unique facet to it. Although Saturday School in itself has been used as an alternative to suspension, this research was rejected, in part, however because there was no Saturday School as an option for this practicum. Another study, Petit (1995) which employed a conflict resolution format to foster positive behavior was rejected because it lacked empirical data on the specifics of the program format.

The following research references suggested alternatives that were accepted either in part or in full. Frazier's (1990) study had direct implications for this writer's practicum plan. For example, the target group was similar in size and grade level appropriateness, and the strategy which involved weekly meetings with staff and students. Gillum's (1995) research was accepted as well for similar reasons. For example, grade level appropriateness and the communication and interation model with staff and targeted students proved to be an effective tool for reducing student suspension rates. Winborn (1990) added that students identify their infaction in the form of an essay. The result was that students should recognize their wrongdoing and make better decisions if faced with that scenario again.

Additionally, Martin-Hollings' (1989) Suspension Team Outreach Program-Guidance, Administration, Pupils (STOP-GAP) was accepted because of the counseling model using faculty administration, and fellow students.

Rosenbaum (1990) came up with an innovative strategy to reduce suspension through counselor interviews, checklists, and monitoring devices. Additionally, Thorbahn (1995) employed behavior modification treatments using a specific behavioral contact format.

Thompson (1991) conducted a peer mediator study using a target group of students and an implementation period similar in length to this practicum.

Although the use of the peer mediation component was used more as a developmental tool to involve students in school activities, the technique of fostering positive attitudes was noted by this writer. Schmidt-Portia (1995) used peer mediation, active listening, and role playing. In helping problem solving Harmon (1992) used a peer counseling training program. The Peer Hope Delegation resulted in better communication among all parties thus supporting the notion that a counseling model, be it peer motivated or facilitated by inservice staff can be an effective tool in reducing suspensions.

Freeman and Balanchuk (1994) designed a career education program for high school students in which role playing was the primary tool for eliciting positive response. This writer noted effective techniques for using guided practice with students to resolve conflict and see possible solutions to problems. Role playing can be an effective tool for learning positive behavior techniques . Students often get into trouble at school because of the reaction they give to certain stimuli. If taught, through role playing, to respond to situations through guided practice, students would find themselves in far fewer conflicts with teachers and fellow students. Additional role play techniques were employed by Ginsburg and Hanson (1990). The use of role playing in success related outcomes of academics and responsible social behavior proved to be an effective technique to behavior modification.

Additional research studies with direct implications for this writer's practicum include the work of Jacobs (1994) and Henderson (1993). Jacobs (1994) with a practicum emphasis on Edward Demming's Total Quality Management principles, outlined several aspects of collaboration, and group problem solving. Henderson (1993) employed Total Quality Management (TQM) principles involving quality circle groups at each school and data revealed that school climate and morale increased among faculty and students. Further evidence for the use of quality circle groups in an educational setting included DeCandidos' (1986) study that supported TQM quality circles in a sequentially planned technique to problem solving. Brainstorming, consensus, practiced problem solving and recommendations allowed stakeholders the feeling of making a difference in their vested interests. In addition, Thomas (1989) and Kaplan (1992) discussed group dynamics and the feelings participants get in the process of positive change as motivating factors to fostering success.

Furthermore, in support of the leadership components of this practicum,The Florida Department of Education (1996) cited managing interaction and written communication as critical competencies one must possess to function as an effective principal.

The solution to this practicum was entitled A Quality Circle Approach To The Reduction Of Tenth Grade Student Suspension and included a faculty quality

circle group, faculty mentors, and student peer mediators. Additionally, it was a collaborative effort which involved these individuals and the target group of students in different types of activies that involved counseling, alternative behavior strategies, role playing, and effective communication.

Chapter III

Method

This writer directed all activities. Collected materials, and analyzed data associated with this practicum. Additionally, this writer taught and modeled the competencies for managing interaction and written communication to the targeted faculty and elicited responses on the effectiveness of facilitation. The human resources which were used to complete this practicum varied in roles and expectations. First of all, the 12 targeted students were chosen based upon a profile for misbehavior which ultimately resulted in their suspension from school last term. Their responsibility during the implementation period was to attend one hour meetings per week for twelve weeks with faculty mentors and peer mediators. Secondly, the targeted faculty which was made up of teachers who varied in age and experience, were set up as a quality circle group who brought recommendations to the table regarding handouts, activities, and feedback from their mentor experience. The mentor experience required that all targeted faculty meet with targeted students to foster a positive environment through counseling them on misbehavior. Mentors suggested alternative behavior and proper avenues of resolving conflict. The mentor was also responsible for the facilitation of communication and interaction between peer mediators and targeted students, as

well as the documentation of activities and responses elicited during meetings. Additionally, the target faculty was required to meet with this writer at least 8 hours throughout the implementation period.

Week 1 - Orientation

Prior to the meeting with faculty participants the writer prepared the front conference room of the main office. Preparations included writing utensils, note pads, and a Quality Circle Agenda (See Appendix A, pg 69) for each member of the group. For an added touch this writer asked the cafeteria staff to provide some light snacks for participants.

All of the target faculty participants were in attendance for the first meeting. The meeting itself began with an overall introduction of all quality circle participants. This writer managed group interaction by facilitating introductions among group members while encouraging discussion. This writer began by illustrating basic groundwork for group discussion and consensus was reached by the entire group regarding the format for the meetings. Faculty member No. 2 suggested an open forum where thinking "out-loud" would provide for optimum use of individual and group brainstorming.

Following the agreed terms of indulgence this writer then discussed the function of the Quality Circle along with the expectation of the group in their role as Faculty Mentors to targeted students. The writer explained that each Faculty

Mentor would have two targeted students to meet with after school for one hour in an attempt to reduce their frequency of suspensions from school. A question was then raised by Faculty member No. 6 as to how the Mentor-Student meetings would be taking place. The main concern was that targeted students would not show up for after school meetings. Once again, after solicitation for responses from the group by this writer consensus was reached on the issue by devising a plan so that Mentors could meet with their targeted students during their planning periods thus eliminating the opportunity for students to miss a meeting. The writer next distributed mentoring assignments to the faculty. It was also explained that the writers' clerical secretary would be responsible for calling targeted students out of class for Faculty mentoring meetings. A brief discussion of arranging meeting places followed with Faculty Member No. 1 suggesting the use of teacher rooms. The rest of the group disagreed citing that their rooms were occupied by other teachers during their planning periods. The writer then agreed to make the conference room and several additional rooms in the office available for Faculty-student meetings.

Additional information provided by this writer during the meeting was the documentation expectation on the Mentor Activity Report Form (See Appendix B, pg. 56) that was used during each meeting with targeted students. Following the completion and review of the student response to the Character/Values Pre-

Assessment (See Appendix C, pg 74) faculty members used a variety of techniques throughout implementation including mentoring, mediation, peer counseling, counseling, role-playing, and conflict resolution which they were inserviced on by this writer. Information the selection of peer mediators included a review of students records and a verbal faculty recommendation. Follow-up for the meeting included a review of the agenda for the next meeting and clarification from group.

Summary

Overall, this meeting acted as an insightful orientation, faculty members were given clear instructions on their assignments along with the opportunity for discussion about implementation practices. This writer managed group interaction by fielding questions and redirecting them to solicit responses from other members. The entire group left the meeting with a sense of reassurance as the writer clarified specific points of concern. The feeling of group membership was evidenced by the positive responses this writer received by several members following the meeting.

Week 2 - Mentor 1: Mentoring, Mediation, Peer Counseling

All members of the Quality Circle group were in attendance for the meeting. This writer provided inservice training to the quality circle group about mentoring techniques. This writer illustrated various options and strategies to

assist in the development of mentoring approaches. Faculty member No. 3 suggested that all faculty mentors ask their targeted students for a self-assessment to assist in the type of strategy they might use. The suggestion was agreed upon by the entire group and was to be documented on the bottom of the Faculty Mentor Report Form during the first meeting with students. A background of prior discipline offenses on each targeted student was provided to each member. This writer suggested that members thoroughly review their targeted students' file before each meeting. Furthermore, it was explained that similar experiences that any mentor went through as an adolescent; and sharing those with targeted students, would provide valuable leverage to gaining the trust of the targeted student.

Effective written communication was demonstrated through reference to the Quality Circle Agenda and the Faculty Mentor Report Form. Through facilitation of interpersonal and intergroup communication this writer stimulated brainstorming for processes that each mentor used in meetings with targeted students. Their peer mediator that faculty mentors inserviced on mediation tactics, assisted mentors in the successful interaction between themselves and targeted students. Also, in addition to meeting with faculty mentors, this writer met with the targeted group of students to review with them their responsibilities

during the implementation period. Additional clarification and a question and answer session was an integral part of the meetings.

Summary

Most of this meeting focused on this writers' discussion of mentoring strategies to be used by Faculty Mentors in their meetings with targeted students. Retrieving background information and self-assessment survey's on each individual target student were excellent strategies brought up by members of the group. Additional clarification was sought by this writer on experiential techniques provided by Faculty Mentors. Managing interaction by this writer provided for group collaboration and consensus on the use of the self-assessment technique for targeted students. Group members displayed a strong sense of comprehension and commitment to this writer's practicum.

Week 3 - Mentor Training II Counseling, Role Playing, Conflict Resolution

All faculty were in attendance expect for No. 1 who was provided inservice by this writer the following day. During this week, this writer conducted inservice training with the quality circle group on effective counseling techniques which was used in meetings with targeted students. In addition to demonstrating collegial behavior, this writer created a non-judgmental atmosphere in order to stimulate open communication. Instructions were distributed on how to create and implement role-play scenarios. (See Appendix F, p 80) and conflict resolution

techniques that mentors used in their meetings with targeted students. Each group member was asked to develop three role-play scenario's for each of the given infractions which resulted in a target group student suspension. Within the scenario, the targeted student was asked to respond to the situation in a manner that they deemed appropriate. Faculty members were asked to suggest alternative behavior in the form of positive decision making. Faculty member No. 6 suggested a larger time frame for working with each student because of the possible complexity of the student response. Group consensus was reached on the issue in the form keeping faculty responses short and concise. Any additional time needed was provided by the writer.

Written communication competencies were reinforced through reference to the Quality Circle Agenda, Student Responsibility Contracts (See Appendix-G, pg103) and conflict resolution material (See Appendix - H, pg105) distributed during the meeting. Quality circle group mentors met with the writer to review and select target student responsibility contracts and be instructed on how to facilitate meetings with peer mediators modeling the same leadership competencies as this writer. Faculty member No. 6 suggested using the peer mediator as a reference for the responses by targeted students. It was pointed out that the response would be better understood if the faculty mentor could seek the

help of someone in the same age bracket as the targeted student. In an active listening capacity the peer mediators provided valuable insight to faculty mentors.

Summary

This writer managed interaction and encouraged group consensus during the meeting. Group members were distributed many different materials and responded very professionally. Additional clarification was provided by this writer through effective written communication as well as verbal explanations of material. Additionally, it was evidenced by this writer that excitement was brewing among group members over their upcoming meetings with targeted students.

Week 4 - Report of Mentor/Student Activity (follow-up)

Activities within the meeting included an articulate summation and discussion of materials by this writer. Final preparations were made with faculty mentors regarding expectations and documentation requirements. Faculty members No. 3 and No. 6 had a conflict situation with their meeting times with targeted students. It appeared that they were both scheduled to meet with their prospective students at the same time, in the same designated area. This writer quickly intervened and suggested the use of a vacant classroom in close proximity to Faculty member No. 3. An agreement was reached and this writer refocused the meeting toward a review of the Student Responsibility Contract. It was

expected that the faculty mentors reviewed and discussed the contract along with criteria for compliance and goal setting for reducing undesirable behavior among their targeted students. A concern highlighted by faculty member No. 2 was one of target student apathy during the scheduled meetings with mentors. Tension was eased by this writer through an illustration that each of the targeted students' response to a possible reduction in suspension was a motivating factor for them. As proved to be the case later, we had very few students absent from scheduled meetings with mentors.

Summary

The writer demonstrated collegial behavior while intervening and resolving conflict among group members. Additionally, a non-judgmental attitude was created by this writer through the facilitation of positive intergroup and intragroup communication. Effective written communication was demonstrated through a review of the writer provided Student Responsibility Contract.

Week 5 - Conflict Resolution

Meetings between faculty mentors, assigned targeted students, and peer mediators was facilitated by facile mentors and included a review of the past negative behaviors of the targeted students. Peer mediators assisted faculty mentors in suggested strategies for engagement in discussion with targeted students. Conflict resolution strategies initiated by faculty mentors was used to

explore alternative forms of behavior for targeted students. Meeting interaction and outcome was documented on a Mentor Activity Report Form.

Additionally, this writer met with the Quality Circle Group to review Mentor/Target Student interaction which occurred during their first meeting. All members of the group were in attendance for the meeting. Each member was asked to review, report, and submit the Mentor Activity Report Form to this writer and give a synopsis of their conflict resolution strategies used. During the meeting this writer facilitated group discussions and encouraged consensus while maintaining a non-judgmental atmosphere. All quality Circle members responded in reference to their Faculty Mentor/Student meeting and felt as though they achieved success in helping their assigned students communicate better in given situations of conflict. For example, Faculty Mentor No. 3 reported that the meeting with Student No 1 was "very productive". Additionally, the Mentor wrote, " made some headway; student understands they are responsible not only for their actions but for consequences resulting from those negative actions. Student committed to work harder to improve self-discipline in conflict situations". Outcomes and other Faculty Mentor comments about their own meetings with assigned students were similar. This writer then turned the focus of the Quality Circle meeting to the faculty created role-play scenarios which were discussed during the Week No. 2 meeting. Members were asked by this

writer to read the scenarios to the group so they could be discussed, edited and finalized for meetings with assigned students the following week. Clarification of Mentor expectation was achieved through an example of role-play scenario No 1 A between this writer and Faculty member No. 1.

Summary

Quality Circle members displayed a clear understanding of their roles as Faculty Mentors. Meetings with targeted students took place and Mentors facilitated conflict resolution strategies based upon target student past behavior patterns. Evidence of meeting success was documented through comments brought about during a Quality Circle meeting with this writer and Mentor Activity Report Forms completed during Mentor/Student meetings. Additional clarification was provided by this writer on the use of role-play scenarios for week No. 6 meetings with students.

Week 6 - Role Playing and Mid-Term Assessment

Meetings with Faculty Mentors and Targeted students included the incorporation of role-play scenario's No 1A-7A. It was determined by the Quality Circle Group in Week No. 2 that each role-play scenario used by faculty Mentors reflect the infraction for which the student had been suspended in prior situations. Faculty Mentors, along with an assistance from peer mediators in a prior meeting, encouraged target student responses to the given scenario in terms of behavioral

consequences. Based upon student response, Mentors suggested alternative behavior in the form of compliance with existing school policies.

During discussion in the quality circle meeting, Faculty Mentor No. 3 reported student's No. 1 response to scenario No. 1A was inappropriate and could result in a suspension if an alternative form of behavior was not used. For example, the scenario implied that a teacher had a specific rule of no food or drink in class. The given student forgot the rule and brought food and a drink to class. The teacher asked the student to bring the food to her desk and the student refused The faculty mentor then asked the targeted student what would have been their response if faced with that scenario. The student responded negatively by saying they would not have complied. The mentor then suggested a positive form of communication with the teacher after class about having forgotten the rule. The targeted student agreed that the mentor's suggestion was probably a better alternative which would likely result in a more positive outcome. It was reported by several Quality Circle members that similar actions and reactions occurred in their meetings with targeted students. Further discussions about target student responses to scenario's continued throughout the entire meeting. This writer clarified, intervened, and negotiated group responses and questions. Written communication was demonstrated through role-play scenario worksheets. Additional role-play scenarios were which were not completed by group members

were reassigned for use in future meetings. Furthermore, a formal mid-term assessment of each members' meetings with targeted students was conducted.

Summary

Quality Circle response to scenario meetings with students was very positive. Group members communicated freely with one another while sharing Mentoring experiences which occurred during meetings with targeted students. This writer demonstrated leadership skill by facilitating group membership and fostering intergroup communication. Mid-term assessment of Mentor/student interaction provided additional clarification of mentor expectation by this writer.

Week 7 - Mediation

Activities included Faculty mentor, peer mediator, and target student meeting where the effectiveness and importance of mediation tactics were modeled by the peer mediators. Under supervision of the Faculty Mentors, peer mediators reviewed target student past behavior as a vantage point to positive attitudes among targeted students. This process was augmented by periodic interventions of the Faculty Mentors. All meeting information was documented by mentors on a Mentor Activity Report Form. Effective written communication was demonstrated by this writer through proper use of terms and descriptors on the report form.

The Quality Circle Group meeting included a discussion of the Peer/Target student meetings. Faculty Member No. 5 reported a reluctance on the part of Student No. 2 to cooperate with the peer mediator. The faculty mentor believed a past altercation between the two students was the reason for the collapse of the meeting. The eventual outcome was that the Mentor took over the meeting and attempted to mediate the differences the two students shared. Other Mentors reported success in their meetings between Peer mediators and targeted students with alternative behavior patterns being the focus of discussion.

Additional group discussion consisted of the finalization of role-play scenario's No. 1B-7B for use in week 8. This writer facilitated group discussion while resolving conflict and negotiating role-play solutions.

Summary

Faculty Mentors facilitated meetings between Peer mediators and targeted students with relative success and confidence as evidenced by discussion in a Quality Circle meeting with this writer. Several members of the quality circle group felt a renewed commitment as they modeled facilitating behavior before and during their observation of the Peer/Target student meetings. This writer provided leadership and insight to faculty mentors as their finalization of role-play scenarios continued throughout the meeting.

Week 8 - Role Play/Essay Activity

Faculty Mentor/Target student meetings included a mutual review of past negative behavior by the targeted student. Recommendations by the Quality Circle Group suggested an open forum of discussion of the past infractions and the implementation of a role-play scenario of a similar infraction for which the student responded in the form of an essay. The student was asked to respond in writing to the scenario presented by the faculty mentor. The essay was read aloud with the targeted student and responses were elicited by the mentor. Additionally, the targeted student was asked to respond from different perspectives. For example, how they would have reacted if they were the teacher or the assistant principal in that particular situation. Mentors reported that time to complete the given task was limited and rushed. Final and complete analysis of student responses could not be attained to give an accurate account of the true outcome. However, most mentors reported that given the time to do it, they felt it would be an extremely productive method in fostering positive behavior through the use of concrete examples.

Summary

Most of the data from this weeks' meetings with targeted students was inconclusive given the time constraints of the role-play essay activity. This writer did not meet with the Quality Circle Group during this week.

Week 9 - Review of Behavioral Contract and Assessment of Goal

Activities included faculty mentor/target student meetings to discuss the student responsibility contract established and integrated in week 4. Faculty Mentors encouraged targeted students to respond to their own assessment of the contract obligation and how it had affected them. Discussion of behavioral expectations of themselves as well as alternative behavior tactics were topics of the meetings. All interaction was documented on a mentor activity report form.

During the Quality Circle meeting, it was reported to this writer that Faculty mentors believed communication and decision making on the part of targeted students was improving. Two of the target group of students were lost during this week. Student No,. 11 relocated to a different state and Student No. 12 was lost due to a debilitating injury. Faculty member No. 6, who mentored these students, agreed to become an alternate for any other faculty member that could not fulfill their obligation. This writer encouraged group communication and interaction to finalize role-play scenario's to be used in week 10.

Summary

Mentor/Targeted student meetings took place with a review of the Student Responsibility Contract. Based on the students' self-assessment and overall discussions during meetings, Mentors reported that students continued to improve their behavior and decision making skills. This writer facilitated group

membership and communication through the solicitation of responses to role-play scenario's No. 1C-7C.

Week 10 - Role-Playing

Faculty Mentor/Target student meetings included the second incorporation of verbal role-play scenario's No. 1C-7C. As in that week 6, simulations of similar situations for which the target student was suspended were presented to the target student in an effort to elicit a positive response. The scenario reflected the same infraction for which the student was suspended. For example, if the target student was suspended for fighting then the scenario was presented in the identical manner that led up to a fight. All information was documented on a mentor activity report form. Consensus documentation by mentors suggested an improved behavior pattern on the part of targeted students.

Summary

Faculty mentors reported an increased ability to interact with their targeted students. A mutual trust an openness with regard to discussion of material existed. Students discussed potential problems with mentors in an effort to avoid being potentially disciplined.

Week 11-Student Progress Report

The meeting with the Quality Circle Group included discussions of individual student status. Faculty member No. 4 was concerned about the after effect of the research. For example, what was the effect on this child next school year when they are no longer involved in a program like this. This writer understood the concern and showed leadership ability by suggesting that the mentor continue to meet with the student until they feel comfortable that the student on longer needs the assistance. All group members agreed and some indicated they might continue to meet with the students on an "as-needed" basis.

Additionally, this writer announced that there was a post-test measurement of faculty knowledge for managing interaction and written communication competencies for week 12.

Summary

All Faculty Mentors believed they had achieved expected success levels in changing the behavior patterns of their targeted students with only two suspensions to date. Positive responses by faculty mentors about their participation increased intrinsic motivation to work harder with troubled students.

Week 12-Collection and Analysis of Data

The meeting with the Quality Circle Group included final collection of data and feedback. Additionally, this writer itemized all data instruments

including Student Responsibility Contracts, Mentor Activity Report Forms, and any miscellaneous information. Finally, this writer had all Faculty members of the Quality Circle Group to rate this writer's leadership ability, managing interaction skills and written communication talents through a post-assessment survey.

Summary

The final meeting of the Quality circle group included all data collection and a formal "thank-you" letter from this writer for their volunteer participation. Following the post-assessment knowledge surveys this writer provided a gratuity luncheon for all participants. The writer spent this last week analyzing all data presented in this report.

Chapter IV

Results

The first outcome objective for this practicum was to reduce suspensions by at least two within the target group of twelve students. The evaluation tool used to measure this objective was through a thorough review of an Automated Individual Student Attendance Report (See Example AppendixF, pg 80). These reports were official school documents recognized by the district and the State of Florida as accurate, legal documentation which could be audited at any time. At the close of this writer's practicum implementation period it was reported that two of the twelve targeted students were suspended one time. Two students also withdrew from participation in Week 9 for reasons of relocation and medical complications. Based upon data gathered on the Character/Values Student Pre-Assessment Survey compared with the data collected on student attendance records, objective one for fully satisfied. (See Chart No. 3).

Chart 3: Post-Assessment Data

	Suspensions	Infractions	Completion
1	0	1	
2	0	0	
3	1	3	
4	0	1	
5	0	1	
6	0	0	*
7	0	2	
8	0	0	
9	0	3	*
10	1	3	
11	0	1	
12	0	0	

* Left Program in Week 9

The second outcome objective for this practicum was for 75% of the targeted students to reduce their misbehavior infractions to 2 or less during the twelve week implementation period. The evaluation instrument for this objective was the official School Discipline Referral Form (See Example Appendix - J, pg) which recorded student misbehavior infractions. Based on data collection and official documentation by this writer, four of the twelve targeted students were referred to the discipline office one time and one student was referred twice. This translates into a 100% reduction of misbehavior infractions of 2 or less by targeted students. Therefore, the outcome objective was fully satisfied (See Chart No. 3).

The third outcome objective for this practicum was for the targeted faculty to rate this writer's demonstrated leadership ability in the facilitation of managing interaction and written communication. It was expected that this writer would receive a mean score of at least a three using a four point Likert scale with four as the highest. The Leadership Ability Post-Test (See Appendix K, pg 112) was developed by this writer and validated by faculty after research indicated there were no standardized instruments available that could measure leadership ability.

This instrument was completed by targeted faculty, this writer received a mean score of four in the demonstrated leadership ability to both facilitate managing interaction and written communication. The expectation of three on the faculty survey was exceeded by one point thus validating that this outcome objective was fully satisfied.

Chapter V

Recommendations

It is the opinion of this writer that this project could be used on a larger scale to reduce overall student suspension rates on the state of district level. Several training elements illustrated within this practicum provide insight on the use of diverse school-site human resources and to assist targeted students with discipline difficulties in their overall decision making process. It will be the intent of this writer to market this practicums' implementation and eventual outcome to various school agencies.

Based upon experiential occurrences before, during, and after implementation of this practicum this writer had several recommendations for future studies similar in scope and sequence. For example, this writer experienced a certain degree of difficulty securing faculty members to participate in a twelve week implementation period. It is recommended that a possible grant proposal scenario of outside funding be secured to assist in fiscal operation and compensation to faculty participants. In addition, it is the opinion of this writer that tangible rewards be implemented to develop a source of motivation in faculty than just shear intrinsic value.

It is recommended that each workshop leader utilize managing interaction leadership skill to involve faculty and students in meeting the project criteria. For example, faculty participants recommended meeting with targeted students during the planning periods in the actual school day as opposed to after school hours. The reasoning for such an adjustment was that students were less than reliable when being compelled to an activity that is done on their own time. With student participation occurring within the school day there was less of a chance that they would miss scheduled meetings. It is the opinion of this writer that any future studies with similar implications as this practicum give this point significant thought.

A third recommendation of this writer which may have implications for future projects deals with the calendar time in which this practicum was implemented. For example, a Fall implementation period using the prior school years' discipline data as a starting point might be more effective in reducing student suspensions for the school year.

A final recommendation by this writer is to continue the use of the peer mediators. It is the opinion of this writer that the effective selection and optimal training of peer mediators add more to the overall effectiveness and counseling of targeted students.

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Appendix - A

Quality Circle Agenda

Quality Circle Agenda

March 6	-Orientation/Review Quality Circle function and capacity -Distribute mentor activity worksheet -Discuss mentoring times with students and alternates -Choose mentoring assignments/distribute folders. -Question and answer session/interaction
March 13	-Discuss role-play scenarios and mediation as a means to suggest alternative behavior -Group development of scenarios for each infraction -Question and interaction session.
March 21	-Finish and finalize role-play scenarios to be used in mentor/student meetings. -Finalize counseling/mentoring activity and interactive strategy with students -Discussion
March 24-31	-Mentor/student meetings to be scheduled during teacher planning periods. -Use of the Mentor Activity Worksheet will be used to document specified areas
April 7-11	- Mentor/Student meetings using role-play scenario's -Activities should include the student in the role of teacher, parent, and administrator. -April 10, Quality Circle meeting to assess progress
April 14-18	-Mentor/student meetings to include additional counseling activities and alternative behavioral strategies. -Mediation tactics involving conflict situations and decision making -April 17, Quality Circle meeting to discuss and recommend

April 21-25 -Mentor/Student meetings should include additional use of role-play scenario's.
-Students should respond to situation in the form of a essay or written description
-No Quality Circle meeting this week.

April 28-
May 2 -Mentor/Student meetings should include a review of the behavioral contract
-Strategies include review of past and current discipline file
-May 1, Quality Circle meeting to discuss student compliance.

May 5-9 -Mentor/Student meetings and last role-play scenario's
-Student actions and reactions to different stimuli
-No Quality circle meetings.

May 15 -Quality Circle meeting to discuss student status and degree of success
-Post-test for group

Appendix - B

Mentor Activity Report Form

Mentor Activity Report Form

Student # _____ Week# _____ Mentor Strategy _____

A checklist should be completed by the mentor as the mentee responds to each of the following questions. Please circle the appropriate response.

Since our last meeting:

1. Have you been suspended from school? Yes No N/A
2. Have your been referred to the office for discipline reasons? Yes No N/A
3. Have you been in any altercations with fellow students? Yes No N/A
4. Do you feel that your communication skills have improved? Yes No N/A
5. Were there any situations in which a negative reaction from you occurred? Yes No N/A

6. Do you have any questions or concerns? Explain _____

7. Did any situations occur that you wish to discuss? Explain _____

8. Mentor comments regarding meeting _____

Appendix - C

Character/Values Survey
(Student Pre-Assessment)

Character/Values Survey
(Student Pre-Assessment)

Using the key below, please circle the number that accurately corresponds with your personal feelings about the following statements:

4- Strongly Agree
3- Agree
2- Disagree
1- Strongly Disagree

1. I conduct myself in a responsible manner and rarely get myself in trouble at school.	1 2 3 4
2. I rarely make poor decisions that get myself in trouble at school.	1 2 3 4
3. I very seldom come to school in an angry mood.	1 2 3 4
4. I do not feel that I need to learn how to gain better control of my behavior and my life.	1 2 3 4
5. I do not have difficulty respecting teachers and fellow students.	1 2 3 4
6. I am completely honest and trustworthy.	1 2 3 4
7. I never use profanity at school.	1 2 3 4
8. I respect individual differences of others at school.	1 2 3 4
9. I always show respect for teacher authority.	1 2 3 4
10. I would take a class to improve my character and behavior at school.	1 2 3 4

Appendix D

Character/Values Survey
(Faculty Pre-Assessment)

Student Character/Values Survey
(Faculty Pre-Assessment)

Using the key below, please circle the number that accurately corresponds with your personal feelings about the following statements:

1- Strongly Agree
2- Agree
3- Disagree
4- Strongly Disagree

1. Students frequently come to school in an angry mood.	1 2 3 4
2. Students show little or no responsibility.	1 2 3 4
3. A character education curriculum should be taught in school	1 2 3 4
4. I do not feel that I need to learn how to gain better control of my behavior and my life.	1 2 3 4
5. I would be willing to participate in inservice workshops to improve student character development.	1 2 3 4
6. Students have difficulty differentiation acceptable and unacceptable behavior.	1 2 3 4
7. Students lack respect for authority.	1 2 3 4
8. Students have difficulty respecting individual differences	1 2 3 4
9. Students are generally dishonest..	1 2 3 4
10. Students often use profane language in school behavior at school.	1 2 3 4

Appendix - E

Faculty Profile Form

Faculty Profile Form

Personal History

AGE:_____ DATE OF BIRTH:_____PLACE OF BIRTH _____
(City, State)

SEX: _____NUMBER OF SIBLINGS:_____

Professional History

NAME OF HIGH SCHOOL ATTENDED:_____

YEAR GRADUATED:_____

NAME OF COLLEGE(S) ATTENDED:_____

_____

YEAR GRADUATED:_____DEGREE(S) EARNED:_____

TEACHING EXPERIENCE:_____

NAME OF SCHOOL(S):_____

_____

PROFESSIONAL AFFILIATIONS: _____

_____

AWARDS OR RECOGNITIONS: _____

_____

Appendix - F

Role-Play Scenario's
No's 1A-7C

Role-Play Scenario

Offense Code: #1A Open Defiance

Student who habitually asks for hall passes, interrupts your discussion, and insists he must go use the phone to call home. Teacher responds "ask me when we finish our--discussion!"----------
Student replies, I'll go now, I ain't goin' to wait." Student gets up and walks out------ anyway.----------
You as the student should have:----------
a) Informed teacher at the initial request that it was an emergency----------
b) Waited until the end of class as instructed without responding.----------
c) Leave the room.----------

*Reader Note: Subsequent role-playing scenario forms marked offense codes #1A-7A illustrate one example out of three faculty created scenario's which were used in Mentor/Target student meetings. Additional forms are available for faculty to create other scenarios as needed

Role-Play Scenario

Offense Code: #1B Open Defiance

Role-Play Scenario

Offense Code: #1C Open Defiance

Role-Play Scenario

Offense Code: #2A Fighting

Tiffany and Kesha have been passing one another between classes for three days, making crude comments and shouting obscenities because of their anger over their relationships with Kesha's boyfriend Fred. Since Tiffany used to go with Fred, their friends have gotten involved, taken sides, and started rumors, inflaming the situation.

On the fourth day, as Tiffany and Kesha pass closely in the hall, Kesha's friend Janice shouts, "Hey, Tiffany, Kesha says you need to find your own man and quite messin' with hers!"

Tiffany: "Well, I don't give a *^%#$@ what that little *%$&^$#$# has to say! She's not good enough to keep any man! She needs to keep her mouth shut before I shut it for her!"

Kesha: "Shut up, you ; $&^$#$#*^%#$@!"

As they pass, the two of them shout more obscenities, start fighting, pulling hair, scratching, and rolling on the sidewalk, as their friends cheer on the sidelines. Two administrators finally intervene.

*Reader Note: Subsequent role-playing scenario forms marked offense codes #1A-7A illustrate one example out of three faculty created scenario's which were used in Mentor/Target student meetings. Additional forms are available for faculty to create other scenarios as needed

Role-Play Scenario

Offense Code: # 2B Fighting

Role-Play Scenario

Offense Code: # 2C Fighting

Role-Play Scenario

Offense Code: #3A Profanity

John and James are doing a lab together in science class. John was removing a latex glove from his hand and accidentally hit James with his arm causing James to drop the beaker which shattered as it hit the floor. James' first reaction was to call John an "asshole" in front of everyone in the class whose attention was drawn to the glass breaking. Not in a position to overlook this situation, the teacher writes a referral on James for using profanities.

A) What could James have done or said differently to avoid this situation?

B) How did John feel?

C) Outcome?

*Reader Note: Subsequent role-playing scenario forms marked offense codes #1A-7A illustrate one example out of three faculty created scenario's which were used in Mentor/Target student meetings. Additional forms are available for faculty to create other scenarios as needed

Role-Play Scenario

Offense Code: #3B Profanity

Role-Play Scenario

Offense Code: #3C Profanity

Role-Play Scenario

Offense Code: #4A Insubordination

Eating Candy In Class
The teacher has a classroom rule of "no eating in class." You and your friend, next to you, are sharing the (your M&Ms) The teacher catches you eating the candy and tells you to throw the candy away, but he/she did not notice your friend eating the candy. You respond by asking, "Why do I have to throw it away when others are eating candy, too. The teacher tells you to throw the candy away now, or go to the dean's office.

You are angry because you feel you are the only one getting punished for something others are also doing, and you are angry because you paid for the candy and you are not going to throw it away.

So you—A) eat the candy
B) throw the candy away
C) tell the teacher to send you to the dean's office
D) throw the candy at the teacher

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*Reader Note: Subsequent role-playing scenario forms marked offense codes #1A-7A illustrate one example out of three faculty created scenario's which were used in Mentor/Target student meetings. Additional forms are available for faculty to create other scenarios as needed

Role-Play Scenario

Offense Code: #4B Insubordination

Role-Play Scenario

Offense Code: #4C Insubordination

Role-Play Scenario

Offense Code: #5A Skipping School

You know that on Tuesday many of your friends are planning to skip and have a party. You know you'd rather be @ a party than at school.----------
On Tuesday morning, you are tired and don't want to get up for school. You consider sleeping in and going to the skip party. What do you decide to do?----------

*Reader Note: Subsequent role-playing scenario forms marked offense codes #1A-7A illustrate one example out of three faculty created scenario's which were used in Mentor/Target student meetings. Additional forms are available for faculty to create other scenarios as needed

Role-Play Scenario

Offense Code: #5B Skipping School

Role-Play Scenario

Offense Code: #5C Skipping School

Role-Play Scenario

Offense Code: #6A Stealing

You come upon several bookbags in the locker room. You see that one of the bags has an open compartment and that a gold chain and some money are visible. No one would see you take it or could link you to the items. Do you:

1) Take the items and search the other bags for more.
2) Leave the items alone and return to class
3) Return to class and tell the teacher that the room is unlocked
4) Tell your friends and maybe have one of them lift the items

*Reader Note: Subsequent role-playing scenario forms marked offense codes #1A-7A illustrate one example out of three faculty created scenario's which were used in Mentor/Target student meetings. Additional forms are available for faculty to create other scenarios as needed

Role-Play Scenario

Offense Code: #6B Stealing

Role-Play Scenario

Offense Code: #6C Stealing

Role-Play Scenario

Offense Code: #7A Disrespect

Scenario:----------Argument between two students during class Tom calls Jane a whore.----------
Teacher intervenes - separates students (relocates).----------
Both students are angry and emotional.----------
Teacher tries to settle conflict----------
Jane lets it go.----------
Tom has an attitude: No, no she did this, she said that. She is a whore. She'll-----
sleep with anything that walks. She'd screw a snake."----------
Jane reacts from across Room.----------
Teacher sends both students separately to deans office.----------

*Reader Note: Subsequent role-playing scenario forms marked offense codes #1A-7A illustrate one example out of three faculty created scenario's which were used in Mentor/Target student meetings. Additional forms are available for faculty to create other scenarios as needed

Role-Play Scenario

Offense Code # 7B Disrespect

Role-Play Scenario

Offense Code: #7C Disrespect

Appendix-G

Student Responsibility Contract

Student Responsibility Contract

Because I want to refrain from suspensions and be successful at school, I agree to do the following:

1. I will meet with my Mentor and peer counselor as designated by agreed schedule.
2. I will openly communicate prior and current discipline situations with my Mentor and peer counselor.
3. I will come prepared to meetings with Mentor and peer counselor.
4. I will attend all meetings on time.
5. I will contact my Mentor ahead of time in the event I am unable to make a meeting.

_____ Student Signature

_____ Mentor Signature

Appendix-H

Conflict Resolution Handout

Conflict

often creates highly charged, negative emotions which cause people to lose sight of the objective.

Whenever you are in a conflict situation you must continually ask yourself. . . .

What is my objective?

Appendix-I

Official School Attendance Report

DATE: AUTOMATED INDIVIDUAL STUDENT ATTENDANCE BY PERIOD RECORD PAGE 01 of 01

YEAR:

CURRENT DISTRICT: SCHOOL:

DISTRICT STUDENT ID:

FL STUDENT ID: SSN: RACIAL/ETHNIC CATEGORY: SEX:

LEGAL NAME: BIRTHDATE: GRADE:

Parent Name | Home Phone | Business Phone | Employer | Student's Home Address

MONTH	PD	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
JAN	1																A				*	*	D	D	D	D	D	*	*			
	2																A				*	*	D	D	D	D	D	*	*			
	3																A				*	*	D	D	D	D	D	*	*			
	4																A				*	*	D	D	D	D	D	*	*			
	5																A				*	*	D	D	D	D	D	*	*			
	6																A				*	*	D	D	D	D	D	*	*			
	7																A				*	*	D	D	D	D	D	*	*			
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	3	*	*	*	*	*	*	*	*					*	*	A					*	*		P		A		*	*		/	
	4	*	*	*	*	*	*	*	*					*	*	A					*	*		P		A		*	*		/	
	5	*	*	*	*	*	*	*	*					*	*	A					*	*		P		A		*	*		/	
	6	*	*	*	*	*	*	*	*					*	*	A					*	*		P		A		*	*		/	
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	5				*	*	D					*	*				A	*	*							*	*	*		A			
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	7	*	*																												/	

SCHOOL ATTENDANCE HISTORY - SCHOOL LEVEL REPORT

SCHOOL NUMBER:

ENTRY DATE:

WITHDRAWAL DATE:

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Appendix-J

Official School Discipline Report

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DISCIPLINE REFERRAL

Name _____ Race _____ Sex _____ Grade _____

Address _____

Phone _____ Date _____ Time _____ Course _____

DESCRIPTION OF INFRACTION

_____

_____

_____

_____

_____

_____

_____

_____

TEACHER OR STAFF MEMBER MAKING REFERRAL

ACTION TAKEN BY TEACHER BEFORE REFERRAL

❑ *Check to indicate that teacher desires a conference with the administrator before the disciplinary action is completed.*

Conference with student ____ Conference with Counselor _____ Detention _____

Conference with parent(s) ____ Phone call to parent(s) _____ Other _____

STUDENT VERSION

_____

_____

_____

_____

_____

_____

_____

Have you been informed of the charges against you? ____ Yes ____ No _____ _____

Student Signature Date

Witnesses: 1. _____ 2. _____ 3. _____

TO BE COMPLETED BY SCHOOL ADMINISTRATION

Charge(s) _____

School Board Policy is listed on the reverse side of this form.

DISPOSITION

____	1. Student Conference with Dean	_____	5. Letter mailed to parents	_____	9. Team conference with Parent - Studen
____	2. Referred to Guidance Dept.	_____	6. Detention assigned (_____ days)	_____	10. ISSC
____	3. Probation	_____	7. Suspension until parent conference	_____	11. Saturday School _____
____	4. Phone Conference with Parent	_____	8. Suspension (_____ days)		

Date _____ Administrator _____

It should be clearly understood that all students have the right to appeal. This means if you disagree with the referral of disposition of the case, you may contac the next person in authority and request a review of the disposition. Suggested order of appeal: 1. Teacher or staff member making referral, 2. Dear 3. Administrator of School (Principal and/or Assistant Principal), 4. Area Superintendent, 5. Superintendent, 6. School Board, and 7. Court.

White Copy - Dean's File Yellow Copy - Teacher Pink Copy - Student

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Appendix-K

Writer Leadership Skills
Faculty Survey

Post-Assessment

Writer Leadership Skills
Faculty Survey
Post-Assessment

Using the key below, please circle the number that accurately corresponds with your personal feelings about this writer's ability to manage interaction and/or written communication within the quality circle group:

4- Strongly Agree
3- Agree
2- Disagree
1- Strongly Disagree

1. The facilitator used knowledge of adult learning when working with stakeholders.	1 2 3 4
2. The facilitator elicited responses from the group.	1 2 3 4
3. The facilitator stimulated group membership.	1 2 3 4
4. The facilitator intervened to resolve conflict when needed.	1 2 3 4
5. The facilitator created a non-judgemental atmosshere and encouraged participation from everyone.	1 2 3 4
6. The facilitator encouraged interpersonal and intrapersonal group communication.	1 2 3 4
7. The facilitator used ideas brought up by the group.	1 2 3 4
8. The facilitator encouraged group consensus.	1 2 3 4
9. The facilitator encouraged individual and group problem solving.	1 2 3 4
10. The facilitator promoted collegial behavior	1 2 3 4

11. Overall, the facilitator managed interaction effectively during this project. 1 2 3 4

12. The facilitator modeled effective leadership using written communication. 1 2 3 4

13. The facilitator used proper sentence structure. 1 2 3 4

14. The facilitator followed basic rules of grammar. 1 2 3 4

15. Written material was easily understood. 1 2 3 4